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ABSTRACT

This guide, part of the Project BORN FREE training series for teachers, counselors, administrators, and parents, accompanies the videotape about the emerging role of parents. The videotape format presents individuals from different occupations, age levels, and backgrounds talking about their lives, lifestyle, expectations, and the effects of socialization on them and their careers. Career development, sex-role socialization, the change process, and reasons for change are discussed. A videotape list, tape formats, tape sequence, field test, guidelines, and related training materials are described. Questions for discussion and an evaluation form are also included. (Author/KMF)

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Project BORN FREE

VIDEO VIEWERS' GUIDE NO. 6

"Parents as Influencers"

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by Dolores Dege, Phyllis Kragseth, Beverly Mills-Novoa, and L. Sunny Hansen

College of Education
University of Minnesota

L. Sunny Hansen, Ph.D., Director
Phyllis Kragseth, Media Specialist

Women's Educational Equity Act Program
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Patricia Roberts Harris, Secretary

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PREFACE

The BORN FREE videotapes and video viewers' guides are the work of many individuals. They probably involve more people from more educational institutions than any other aspect of the Project. They are truly the result of a collaborative effort of persons committed to reducing sex bias in career options.

A special word of thanks is due the many pilot institutions which participated in the Project, as well as to University Media Resources, which not only did technical production, but also made a substantial financial contribution through sharing some of the costs. Arnold Walker, in particular, gave considerable time and effort, as did his staff, notably Scott Constans. Dr. Richard Davis of the Instructional Systems Lab was especially helpful in providing space and technical assistance in the early stages. One person who went far beyond the call of duty in developing the tapes was Phyllis Kragseth, Media Specialist, who brought a keen sensitivity, dramatic flair, and deep commitment to the Project over the two years. Shelly Heck proved to be a creative second-year script assistant, photographer, and production assistant.

Thanks are expressed to the several staff members who coauthored individual guides and also offered suggestions on the first one. Phyllis Kragseth and Gerri Perreault, in particular, critiqued the

manuscripts and helped refine the discussion questions. Fred Krusemark made valuable additions to the discussion questions. Dolores Dege, Beverly Mills-Novoa, and L. Sunny Hansen were authors of the general introductory material which appears prior to discussion of the specific tape.

For her care and patience in typing the manuscript, we are especially indebted to Betty Jo Johnson, secretary in Counseling and Student Personnel Psychology.

Finally, we wish to express our thanks to the College of Education, particularly the Dean's Office, the Psychoeducational Studies Department, and the Counseling and Student Personnel Psychology Program, for their support of all aspects of Project BORN FREE; and to the Women's Educational Equity Act Program staff, without whose support this beginning effort to reduce career-related sex-role stereotyping would not have been possible.

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INTRODUCTION

The Project BORN FREE color videotapes are a series of nine half-hour programs in which a diverse group of people of different occupations, ages, and backgrounds talk about their lives. They discuss their life styles, the expectations placed upon them at different life stages, and the effects of conscious and nonconscious socialization upon their self-concepts, self-expectations, educational-vocational opportunities, and career decisions.

The videotapes were developed by Project BORN FREE, a two-year training and development grant from the Women's Educational Equity Act Program (WEEAP), U.S. Office of Education. The Project is designed to broaden the range of career options for both women and men. Three main topics serve as the focus for the development and training efforts of the Project: career development, sex-role socialization, and change process in educational institutions. It provides for the creation of career development training materials for educators and parents that will help to insure increased career opportunities for girls and boys, men and women, at all educational levels from kindergarten through higher education.

The shortened title of the Project, BORN FREE, is an acronym that exactly expresses the meaning of the Project: to Build Options, Reassess Norms, and Free Roles through Educational Equity. The Project logo represents both the focus on expanded career options for women and men and the desire to achieve a multiplier effect through training people who will train other people, so that the number of individuals and institutions involved in BORN FREE goals and activities will increase.

Project BORN FREE's major activities have been: 1) the development and evaluation of the BORN FREE Training Packets to Reduce Sex-Role Stereotyping in Career Development and the BORN FREE videotapes; 2) consulting with fourteen nearby educational institutions, training personnel to become change agents, field-testing BORN FREE materials, and implementing BORN FREE goals within participating systems (see inside back cover); and 3) conducting a week-long National Institute to train people from 47 states, the District of Columbia, and Puerto Rico to act as resource people and implement BORN FREE goals in their home areas.

The BORN FREE videotapes were developed concurrently with the set of three training packets containing career development activities for elementary, secondary, and higher education/postsecondary educational levels. The packets are designed for staff development of teachers, professors, counselors, student personnel workers, and

administrators; for parent development workshops and meetings; and for adaptation to classroom use. (It should be emphasized that the tapes especially are intended for adult populations, 18 and over, and are not for direct student use, except at the college or postsecondary level.) Training activities; a review of literature on career-related sex-role stereotyping at the corresponding educational level; a number of reprinted articles; a "Fact Pack" of sex-role, labor force, and career development information; and an extensive bibliography are included in each packet.

The print and video materials are intended to be integrated in various BORN FREE training designs. For example, a videotape might be paired with an activity from one of the packets. The particular combination of tape and activity would depend upon the leader's intent, the target audience, and the amount of time available. Most of the packet activities can be completed in an hour, but some are designed for ongoing workshops of several days' duration. (See the "Related Training Materials" list on pp. 12-13.)

It is important in viewing any of the tapes to remember that each one is only part of the series. If one attitude, life style, racial minority, etc., does not appear in one particular videotape, it may be in another one. The entire series presents a wide variety of opinions. While a more complete picture can be gained from viewing other videotapes in the series, it was not possible to present all groups or life styles. The intent from the beginning was to present a diversity of racial, ethnic, and socioeconomic viewpoints,

but limits of budget, availability of persons, and limited studio time made this representation less comprehensive than originally planned. Also, the Project is focused primarily on educational institutions. Many of the interviewees were deliberately selected from the initial 14 pilot schools and colleges, rather than from the public at large, resulting in a heavy emphasis on education-related careers.

One viewer response which may be anticipated, especially from some minority audiences, is questioning whether concerns about sex-role stereotyping may displace concerns about racial stereotyping and minority discrimination. It is the position of BORN FREE that these are not competing problems but mutual and complementary ones. It is our hope that solutions to sex-role stereotyping may also help reduce other kinds of stereotyping, such as those of race, age, income level, or physical and/or mental handicap.

Dr. L. Sunny Hansen, Professor, Counseling and Student Personnel Psychology, College of Education, University of Minnesota, and Phyllis Kragseth, BORN FREE Media Specialist, had major responsibility for developing and editing the tape series. Dolores Dege, Project Assistant, had major responsibility for coordinating the video guides. University Media Resources was the producer, and considerable technical assistance was provided to the developers by the College of Education's Instructional Systems Laboratory. Over 130 people from a variety of backgrounds were interviewed for

the tapes. Dr. Hansen provides bridges, narration, and instructional content on all of the videotapes.

Further information about other WEEAP projects addressing the issues of sex-role stereotyping and career development may be obtained from: Women's Educational Equity Act Program, Education Development Center, 55 Chapel Street, Newton, MA 02160.

CAREER DEVELOPMENT

Project BORN FREE is based upon the concept of a lifelong process of career development. An assumption is made that both women and men are seriously limited in their educational, occupational, and life-style options by the sex bias and sex-role stereotyping which pervade society. It is suggested that schools and colleges at all educational levels influence career development and that the conscious and nonconscious attitudes, behaviors, and practices of educators and parents can either restrict or expand career development.

The BORN FREE materials attempt to increase educators' and parents' awareness of the influences on their own choices and options -- their career socialization -- as a means to promoting more sex-fair teaching, counseling, administering, and child rearing. Emphasis is on personalizing the problem.

The conceptual model for BORN FREE is the Minnesota Career Development Curriculum (CDC) developed and described by Hansen and Tennyson (1975) and Tennyson, Hansen, Klaurens and Antholz (1975). The CDC identified major developmental tasks or career competencies to be learned by students as they progress through school, including:

- developing and clarifying a positive self-concept
- acquiring a sense of control over one's life
- acquiring knowledge of educational, occupational, and life-style options
- acquiring knowledge of the career decision-making process
- applying management skills to life roles

The expanded concept of career and career development is integral to Project BORN FREE. Career is viewed as "a time-extended working out of a purposeful life pattern through work, paid or unpaid, undertaken and engaged in by the individual" (AVA-NVGA Commission on Career Guidance and Vocational Education, 1973). Career is not synonymous with occupation, but rather includes other roles and positions over the individual's life span. The roles of spouse, parent, homemaker, or unpaid volunteer are as important in the individual's career as the roles of secretary, mechanic, student, or telephone operator. Choosing to marry or remain single, to have or not have children, are part of one's career decisions. The emphasis, to BORN FREE people, is on choices, made freely and based upon individual talents and desires, rather than restricted by the impositions of other people or by societal expectations, prescriptions, and barriers.

The expanded concept of career assumes that educators (as well as parents) can be change agents and create more humane learning environments which enhance rather than limit students' development. Equally important is the idea of role integration -- examining work as part of one's total life style and determining its relation to family, leisure, and community

SEX-ROLE SOCIALIZATION

BORN FREE has made a strong connection between career development and sex-role socialization. It assumes that the cumulative effects of the ways in which society socializes women and men for different roles, both through home and school, are pervasive; and that both women and men experience limits because of this socialization.

To find out what the educational and psychological literature reveals about the problems of career-related sex-role stereotyping, BORN FREE staff undertook an intensive but selected review of the literature at the three educational levels. The purpose was to document what we really know about sex differences as related to career options, especially looking at the major aspects of the CDC -- self-concepts, sense of self-direction, career information processing, and the like. We suggested a hypothesis of career socialization -- "The differential experiences and processes used to prepare females and males for the roles and choices society has defined as appropriate for their particular sex."

The three reviews of the literature provide considerable documentation for the need to reduce sex bias in career options. Results of some of the studies cited can provide powerful supportive data for the personal views expressed in the tapes. The reviews are cited in the list of "Related Training Materials" on pp. 12-13.

CHANGE PROCESS

Also important in BORN FREE is an emphasis on increasing educator and parent understanding of how change occurs in educational institutions or agencies and what they can do to promote constructive change, especially in the area of reducing the inhibitors and increasing the facilitators of career development.

Two models of change and change process are part of the conceptual base of BORN FREE. The Havelock (1973) six-step pyramid of building a relationship, diagnosing the system, analyzing resources, choosing a solution, gaining acceptance, and maintaining the innovation is part of the Project's design. The second change-process model adapted by BORN FREE is a change-agent model created by the Rand Corporation as a result of its study of 293 innovative Federal programs. The Rand Model (Mann, 1976) consists of a three-stage model of initiation, implementation, and outcome and continuation, through which the change process itself can be studied. It is used to answer the question "How can we bring about enduring change in educational institutions?" The theme of change is integrated throughout the print materials and the tapes, with the final tape devoted completely to the topic "Why Change?"

WHY SHOULD WE CHANGE ?

One of the recurring questions of BORN FREE concerns motivation for change. While Project staff are deeply committed to Project goals, many people, including educators and parents, may be threatened by the kind of change related to sex roles which the Project represents. They may rightfully ask, "Why should I change?" or "What's in it for me?" BORN FREE staff have sought answers to these questions. The best and most honest reasons are humanistic and developmental ones: 1) most parents, including educators who are parents, want options for their children, and most would rather be facilitators than inhibitors of career development; 2) BORN FREE training does offer participants an opportunity for increased awareness and meaningful personal growth (for most people, growth is a positive value); and 3) most educators are committed to the democratic values and goals of the schools and colleges in which they work -- goals such as maximizing human development and equality of opportunity. BORN FREE offers a means of achieving those superordinate goals.

The unequal numbers of women and men in certain occupations and in certain school and college subjects show the influence of

socialization and expectations on career decisions. The choices and decisions people make say "men should do this and women should do that." There is a need for parents and educators to reevaluate what is fact and what is myth about sex differences, as well as to assess how what they believe about sex differences affects their attitudes, behaviors, and educational practices. Parents and educators need to appraise how they influence career options, what kinds of options they really want for their children and/or students, and what kinds of messages they give about what is OK and not OK for them to do.

The BORN FREE videotapes and related materials are designed to help in that appraisal and in effecting change. While change is being legally mandated today through Affirmative Action, the Education Amendments of 1976, Title IX, the Career Education Incentive Act, and other legislation, to many educators the more positive approach of career development and the more humane message of BORN FREE are more palatable incentives for change. It is hoped that this series of nine BORN FREE videotapes will facilitate change, by encouraging those who shape others' lives to provide more equal occupational/educational/life-style opportunities for boys and girls, women and men.

VIDEOTAPE LIST

Videotapes, training packets, and most other BORN FREE materials are available through the WEEAP Dissemination Center, Education Development Center, 55 Chapel Street, Newton, MA 02160. Information and limited materials are also available for cost of reproduction and mailing from Project BORN FREE, 139 Burton Hall, University of Minnesota, Minneapolis, MN 55455. The nine topics are:

1) "BORN FREE: A World of Options"
   An overview with four developmental themes: career expectations, socialization, choices, and changes.

2) "Men: Choices and Changes"
   The effects of stereotyping on men's lives.

3) "Women: Choices and Changes"
   The effects of stereotyping on women's lives.

4) "The Joy of Choosing"
   People of different ages and occupations, particularly men and women who have made nontraditional choices and decisions, talk about their career decisions, their hopes, dreams and options.

5) "Parenting - Three Generations"
   The parenting role discussed by young expectant parents,

by 80-year-old priest Dr. Jeannette Piccard, and by a mid-life dual-career woman.

6) "Parents as Influencers"
The emerging role of parents, present and future, emphasizing fathers' and mothers' influences and links between decisions in work and family

7) "Schools as Influencers"
Critical examples of how schools do make a difference in choices, attitudes, and options related to careers; and of what educators can do to increase students' opportunities.

8) "Colleges as Influencers"
How higher education institutions influence career socialization in subtle and not-so-subtle ways, with discussion by panels of college faculty members.

9) "Why Change?"
The reality of change discussed in relation to career options and changing roles in both work and family; and the impact of teachers, counselors, and parents on adapting to that change.

A Video Viewers' Guide is available for each of the videotapes to assist in its presentation, to promote audience understanding of the BORN FREE concepts, and to facilitate discussion in groups. Discussion questions are included in each guide.

TAPE FORMATS

Interviews. The major format used in the BORN FREE series consists of short interview statements about topics related to career development and sex-role stereotyping. Each tape deals with a specific theme based on problem analysis done by staff in participating institutions and a literature review completed by University staff (see Related Training Materials, pp. 12-13). Planning, scripting, and editing were done by the developers over the two-year period. Almost all interviews were completed in the first year. Interviews were conducted both in the studio facilities and at field sites by Project staff, mostly counselors and graduate students in counseling psychology. Due to technical problems, as well as appropriateness of content, not all taped interviews or segments could be used. Interviewees consisted primarily of students, educators, and parents from the 14 pilot schools and colleges. A few colorful persons whose career decisions were especially dramatic were also identified. Attempts were made to include individuals from a variety of racial, ethnic, and socioeconomic groups. Because of time and budget constraints, it was not possible to obtain further interviews even when the limitations within a particular tape were recognized.

To vary the format, actual panel discussions were used for some of the tapes -- a panel of women in nontraditional scientific

fields, a group of community college faculty members, and a panel of history professors. In one of the tapes a simulated dialog on change, presenting one male and one female perspective, offers further variety. The tapes also include still photos and slides of several of the interviewees. A unique feature is the original music, "Born Free People," created for the series.

Narrative. Tape segments are tied together with introductions and instructional narratives. These comments attempt to teach certain principles of career development, as well as present facts about the changing roles of women and men. Some of the content is based on the literature reviews, some on the narrator's own perspective on the issues of career-related sex-role stereotyping. There is an obvious editorial message in some of the tapes, based on the human development goals of the Project. Since very few of the questions in the viewers' guides address statements made by the narrator, discussion leaders may wish to identify some questions of their own.

TAPE SEQUENCE

Although the videotapes represent developmental themes and are numbered in the order in which they were developed, it is certainly possible to vary the order in which they are shown. Users may wish to experiment with different sequences, depending on the nature of the audience and the goals and objectives of the particular course, workshop, or training design. It is not expected or recommended that all nine videotapes be shown to one particular group, especially as there are some repeated segments, e.g., in the overview tape, "BORN FREE: A World of Options."

Because "Why Change?" is a summary tape which ties together some of the themes of the previous tapes, it is probably best to show it toward the end of a serial presentation. Some tapes are geared more to specific populations, such as "Colleges as Influencers," and are expected to be used largely with the specific target groups. Feedback on the use of individual videotapes and Video Viewers' Guides, alone or in a series, will be appreciated. A sample evaluation form on page 22 is provided for that purpose.

FIELD TEST

The second-year field-test design for BORN FREE products included plans to show the videotapes in the 14 pilot schools and colleges. Because the videotape production was not completed until June 1978, such field-testing was not possible. For most of the tapes, the major field test was a first showing at the BORN FREE National Institute in the summer of 1978. Approximately 35 educators from 47 states and territories viewed each tape and gave evaluations and comments. Summaries of the initial reactions of this group are included in the section discussing a specific tape. Because of the many tasks to be accomplished in a relatively short time, only Tape No. 1, "BORN FREE: A World of Options," was completed in the first year. It has extensive evaluations. Tapes Nos. 2 and 3 had limited showing outside the Institute, and Tape No. 4 was not completed in time to be shown at all. Unfortunately, due to the limited production staff and overloaded studio facilities, it was not possible to change the tapes once they were completed. Hence, many of the excellent suggestions which came from viewers in the field test could not be implemented. Many of the critical ideas, however, have been incorporated into the viewers' guides.

GUIDELINES

The following suggestions are intended to aid the presenter in explaining the Project and its goals and in leading the discussion which might follow the videotape viewing. In general, it is assumed that a tape will not be shown in isolation, but used as part of a larger presentation or workshop which integrates the BORN FREE print and video materials and allows time for discussion.

Several factors have been suggested by Barna (1976) which, if neglected, may limit the effectiveness of the videotape presentation. They are: language differences, nonverbal influences, the existence of preconceptions and stereotypes, the tendency to evaluate, and anxiety.

Language. Language can be a barrier to understanding if the audience has meanings different from those intended for certain words used in the videotapes. Project BORN FREE has several basic definitions which may need to be presented to the audience in order to insure understanding the BORN FREE concepts. For that purpose, a section of this guide has been designed to be read to the audience before the tape is shown (see page 15). Additional related definitions of general interest are contained in each BORN FREE Training Packet.

Nonverbal Influences. Such things as space, room arrangement, and distance are important nonverbal influences. Because of the personal nature of much of the BORN FREE material, some thought as to the most relaxing method of presentation might help promote discussion. A "small group" atmosphere is possible, even with large numbers of people, if the participants are encouraged to discuss issues in groups of two to three or five to seven people. The arrangement of chairs in circular, rather than straight, rows, plus an invitation to audience members to move closer to the front of the room, rather than sit scattered about a large space, will facilitate interaction.

Preconceptions and Stereotypes. Ideas about the appropriateness of certain careers for men and for women will already exist in the minds of the audience. Personal preferences for jobs and/or life styles will affect the way each member of the audience views the content of the tapes. People will have varying degrees of familiarity with career development theory, with Project BORN FREE goals, and with the acceptability of nontraditional roles. Their diverse awareness levels will result in varying degrees of acceptance of tape content. People with traditional views may feel threatened by the content. Those with nontraditional views may be left with an unfulfilled feeling, having expected specific answers to the topic issues. Some may feel that the tapes do not speak to them because of the limited representation of people with whom they can identify.

For the above reasons, the leader should analyze the audience's readiness and awareness level beforehand in order to increase leader effectiveness, group interaction, and group awareness.

Tendency to Evaluate. The tendency to evaluate, rather than understand, means unconsciously measuring others by our own standards, expecting them to have values and beliefs similiar to our own. Most hidden bias is caused by our cultural roles. We lack understanding of others, and of ourselves in relation to others, when we expect them to be just like us. Be aware of the differences in values and beliefs and do not expect the audience to agree with all that you say. Acknowledge that you expect a continum of opinions, and be prepared to explain why you believe as you do. Being open and honest about your own beliefs and values will be a model for the type of participation desired from the audience in discussion, and will help establish trust and confidence. Sharing facts or anecdotes about your own career goals, expectations, and problems you have overcome is sometimes appropriate, if it is not overdone.

Anxiety. Anxiety about how you as a leader are performing or about how the material will be received limits the positive flow of resources. Confidence that the BORN FREE material is going to promote sex-fair attitudes and behaviors, and that leadership competence will surface if it is allowed to, will result in a successful discussion. More important than what specifically is said is the interaction with the group. Try to be flexible and helpful during

the discussion, allowing the conversation to flow freely among the members. Guide--don't direct. Adjust--don't anticipate. Personalize--don't distance. React to the moment, instead of trying to play out a preconceived script, thereby increasing leadership flexibility and effectiveness.

Group Process. The following behaviors and skills are important ones for a group facilitator to have. While this is not intended as an exhaustive list, a number of important group-process issues are provided to consider in conjunction with the content issues raised by the tapes themselves. Both process and content must be considered by the workshop leader(s) throughout the course of the discussion. The workshop leader should:

1) Model direct communication
   a) express self clearly and concisely
   b) listen attentively
   c) attend nonverbally to group members (maintaining eye contact, nodding, etc.)
   d) give direct constructive feedback
2) Facilitate interaction among group members
   a) help maintain focus of the conversation by making appropriate interventions
   b) clarify and summarize
   c) redirect comments to group members
3) Attend to different levels of group process

a) overall group level issues (entire group)
b) interpersonal issues (two or more persons)
c) individual issues (one person)
   - observe and interpret
   - clarify individual goals

Self-Disclosure. Scanning the guides will reveal that many of the discussion questions ask the viewers to relate what they see to their own personal lives -- past, present, and future. Leaders should assess their own training and skills in dealing with intense personal disclosure. While much positive personal growth can result from sharing, there are also potential dangers if the leader does not know the group and has not had adequate training in counseling, interpersonal communication, and group process. Before beginning such discussion, leaders should emphasize that viewers should share only what they feel comfortable sharing. The amount of sharing or personalizing of the problem may depend on how long a group has been together, the trust level developed, and the context in which a tape is shown. Every person has a right to "pass" on a discussion question.

Additional Suggestions. Leave room for the option of traditional roles. The homemaker who is fulfilled by her/his career has made a legitimate choice. Emphasize that personal choice, rather than doing merely what society expects, is the key to satisfactory career development.

Realize as you work with these materials that:

1) Change is a process, not an event
2) Change is made by individuals first, and then by institutions
3) Change is a highly personal experience
4) Change entails developmental growth in feelings and skills in relation to the intervention
5) The change facilitator must function in a highly adaptive, systematic, and personalized way, if change is to be facilitated most efficiently and effectively for the good of the institution as a whole (Hall, 1977).

Be encouraging, stick to a time schedule, set standards of behavior and model them, try to maintain harmony, allow for humor, and be aware of the feelings of the group and consider them legitimate. A warmup exercise, such as "Facilitators and Inhibitors" from the BORN FREE Training Packets, may help participants gain a better understanding of what the tapes and the Project are trying to accomplish. A short summary at the end of the presentation is always helpful.

RELATED TRAINING MATERIALS[1]

The following materials are relevant to different tapes and can be incorporated in a variety of ways into various training designs.

BORN FREE Training Packet to Reduce Sex-Role Stereotyping in Career Development: Elementary Level, June, 1978.

BORN FREE Training Packet to Reduce Sex-Role Stereotyping in Career Development: Secondary Level, June, 1978.

BORN FREE Training Packet to Reduce Sex-Role Stereotyping in Career Development: Postsecondary/Higher Education Level, June, 1978.

Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Elementary Level. Technical report No. 1, August, 1977.

[1] See BORN FREE Products and Publications for a more complete and detailed list.

Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Secondary Level. Technical Report No. 2, August, 1977.

Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Postsecondary/Higher Education Level. Technical Report No. 3, August, 1977.

Evaluation of the 1977 BORN FREE Summer Institute: A Workshop Model to Reduce Career-Related Sex-Role Stereotyping. Technical Report No. 5, August, 1977.

Evaluation of the 1978 BORN FREE National Institute: A Workshop Model to Reduce Career-Related Sex-Role Stereotyping. Technical Report No. 10, August, 1978.

Evaluation of Educational Change Process in Project BORN FREE Institutions, 1976-77. Technical Report No. 6, May, 1978.

Evaluation of Educational Change Process in Project BORN FREE Institutions, 1977-78. Technical Report No. 8, August, 1978.

Case Summaries of the Educational Change Process in Project BORN FREE Institutions, 1976-77. Technical Report No. 7, May, 1978.

Evaluation Report on Field Testing of Color Video Cassette and Training Packets. Technical Report No. 4, August, 1977.

Evaluation Report on BORN FREE Videotapes, Training Packets, and Selected Workshops. Technical Report No. 9, August, 1978.

For Further information about the BORN FREE Project and materials, write to:

Dr. L. Sunny Hansen, Director
Project BORN FREE
139B Burton Hall,
178 Pillsbury Drive S.E.
University of Minnesota
Minneapolis, MN 55455
(612) 373-0202

VIDEOTAPE #6

The sixth videotape in the BORN FREE series, "Parents as Influencers," is intended primarily to educate parents about the importance of their roles in the career development of their children. In the tape, children, youth, and adults are frankly open and honest about some of the critical incidents which have occurred in their and their children's lives. Parental messages about appropriate behaviors have a lasting effect upon career decisions. Although much of the existing literature emphasizes the mother's role in child rearing, this videotape recognizes the strong influence of the father. The far-reaching impact of messages about what children (and adults) should and should not do is shown through the interviews.

The major strengths of this tape, as perceived by the small number who field-tested it, were the importance of the issues discussed; the appropriateness of the material for parents to see and discuss; the attempt to show a diversity of opinions, examples, ethnic representation and age groups; and the honesty of the statements. Carol Hasegawa, the Japanese-American who describes her parent history, was viewed very favorably. Others criticized the presentation of too many middle-class parents, the sameness of the format, too few students interviewed on how parents influenced them, and not enough alternative parenting life styles shown. There is

some validity to these criticisms, but limitations of studio time, budget, and access to interviewees created some problems which were not possible to resolve.

Technical problems of inaudibility in taping young people limited the number of usable interviews, resulting in an emphasis on parents. The parents talk about past messages from their own parents, and the messages' impact on their children, showing the pattern of influence that flows through succeeding generations as career histories are built. Parental influence becomes grandparental influence, and so on. The impact on one person's "shoulds" or "should nots" can continue to be felt for many years.

It should be reemphasized that a single half-hour program cannot cover all ethnic groups, occupational levels, or life-style options. In the overall series, many varied career options are represented, but no claim is made for complete representation. The skilled leader will deal constructively with differences in attitudes about sex roles related to cultural, ethnic, and socioeconomic diversity, fully recognizing that, although the message of the videotape is universal, it will be more effective with some audiences than with others. It is believed that this tape will be especially effective with parent groups, and that it will be used in conjunction with other BORN FREE videotapes and print materials.

READ TO AUDIENCE (OR REPHRASE IN OWN WORDS)

Project BORN FREE makes the assumption that both women and men are seriously limited in their career choices by the sex bias and sex-role stereotyping that exist in today's society. We believe that schools and colleges at all levels influence career development, and that the attitudes, behaviors, and practices of educators and parents may either help or hinder that development. We emphasize the understanding of several concepts, the most basic one being the expanded concept of career. With the changes occurring in the lives of both women and men, and increasing awareness of the ways in which they have been conditioned to make choices based on cultural expectations, it is important to think of career as more than occupation. As people's decisions about work, family, and community are increasingly linked, the expanded concept of career assumes greater importance.

Career in this videotape series means a sequence of positions and the total sum of life roles over the life span; occupation is only one of those roles. Being a student, homemaker, parent, volunteer worker, etc., is an important part of a person's career. Career involves the decisions one makes about one's goals and how to use one's energy, time, and talents at different life stages.

Career development is a lifelong and changing process of examining the possibilities and deciding with awareness what one wishes to do in one's life.

Traditional and nontraditional are used to distinguish between career options. Traditional careers are those choices that follow typical patterns which have been encouraged and expected, or considered appropriate for one's sex. Nontraditional careers are those choices from options dominated by the other sex and not typically chosen by one's own sex. Choices of either type can be either conscious or nonconscious.

Androgyny is used to refer to "stereotype-free" sex roles. It assumes that people have male and female characteristics within them. Androgynous people are flexible in their behavior and free to act or show emotion without worrying about being masculine or feminine. They are, instead, human.

Career socialization is the differential experiences and processes used to prepare females and males for the roles and choices which society has defined as appropriate for their particular sex. It also includes factors of race, socioeconomic level, age, or physical/mental handicap.

Resocialization is the goal of Project BORN FREE, making it possible and acceptable for men and women to choose freely from all types of careers and combinations of careers.

If we are going to help our children and/or our students to have and to make creative career choices, we must find ways to help them go beyond their socialization, to discover new patterns of behavior (May, 1975) without devaluing the beliefs of other

generations or cultures, or of their peers who make traditional choices.

How would your life be different if you were a man? Or a woman? Let's listen now as real people talk about themselves and their career socialization...

QUESTIONS FOR DISCUSSION

Questions have been designed for groups with varying receptivity to the topic of career-related sex-role stereotyping. The leader may wish to use some discretion in selecting questions for specific groups. Some questions are of a general nature and are less threatening to participants, as they deal with societal views. Others are more personal, dealing with the individual's own perceptions and feelings, and may constitute a greater threat to participants. Leaders should review the guidelines, especially the section on "Self-Disclosure" (p. 11), before beginning the discussion. Leaders may also wish to utilize the BORN FREE Learning Strategy which was written for this videotape. It can be found in all three of the BORN FREE Training Packets.

Questions have been arranged topically, to correspond with the four themes present in "Parents as Influencers."

1) Father's Influence
2) Mother's Influence
3) A Family Story
4) Emergent Parents

To stimulate interest, it may be helpful to share some of the questions with the audience prior to viewing the tape.

Segment I -- Father's Influence

1) Dr. Hansen says that people make career decisions and choices at every stage of life and that career development is a process rather than a one-shot decision. What are the two most important decisions you have made in your lifetime? Are they related to work and family?

2) Dr. Hansen also tells us that although much of the literature on child development deals with the mother's role and influence, it is beginning to look more at the father's role. Do you see evidence of this in your own experience? How and in what ways?

3) Do you agree or disagree with Deborah Fausch's statement, "It seems to me that what parents say to their kids is important, even more than what schools say"? Share an example from your own experience.

4) Deborah Fausch's father's influence helped her assert herself to take all the science she could, in courses later necessary for a nontraditional field. In what way has a significant male positively influenced your own life in your teenage years? In college years? In adulthood?

5) In general, do fathers influence children's careers differently than mothers? Is a father's influence more or less powerful? Do fathers have a special influence with either their sons or their daughters? Is the difference a necessary factor in the child's life? How?

6) Gary Edwards, the telephone operator, believes people usually want to follow in their father's footsteps to a degree. What do you think he means by this statement? What factors influence children to choose to follow (or not follow) in their fathers' footsteps?

7) Carol Hasegawa, the Asian graduate student, notes that her father was different from many fathers whose images of "masculinity" limit their roles as parents. Do you think our present concept of masculinity limits what men can do and be as fathers? If so, how?

8) Lowell Larson's situation as a divorced parent seems to be better managed than some. How can a divorced parent effectively help each child reach the outer limits of full potential? Is there a difference in natural parents vs. adopted? In still-married vs. divorced? Can in-laws be parents? How might your efforts fairly develop your children's careers if your own career aspirations have been frustrated?

9) Chet Oden was told by his father that there were things which he, as a Black man, could not do or be. How is Chet trying to widen the options for his own boys?

10) Our cultural and ethnic "roots" are an important source of our expectations and aspirations, whether we are Asian-American, Black, Indian, Mexican-American, or Scandinavian. Does that source of influence fit with finding the outer limits of our human possibilities? How? Our cultural heritage affects our desires and goals for careers. How might it also limit the options? How might race, physical/mental handicap, socioeconomic status, or age limit our options?

Segment II -- Mother's Influence

11) Dr. Hansen states that many of the fears about working mothers are based more on myth than reality. What is your opinion about the effects of mothers' working? What are the myths and what are the realities? What does research literature say? Do you agree? What are the long-range implications of changing family structures?

12) Kevin Jenkins's mother told him to find two things he could do so he would always have a job. Is this good advice? How does this fit with the idea of career as a lifelong process?

13) Marilyn Gorlin, the female administrator and parent, believes that nurturing is the greatest role anybody can play. Do you agree? What do you think is a person's greatest role? Is it necessary to have children to be nurturing? To be fulfilled?

14) Marilyn also says the way to be helpful rather than assertive is to instruct nurturing females on how to teach nonnurturing males

to be more nurturing. Define nurturing. How can nurturing be developed? How can it be taught? Who teaches nurturing? Have you ever taken a class in nurturing? Is nurturing unconditional love? Helping? Guiding? Facilitating in BORN FREE terms? Fulfilling needs? Teaching people how to fulfill their own needs? Actualizing?

15) Can men do their own nurturing? Must women do it for them? Must men always look to women for nurturing? How can men help each other be more nurturing?

Segment III -- A Family Story

16) Your own career development was influenced by your parents and other significant people. What was more influential -- their own career modeling of work and parenting roles or the verbal advice they gave?

17) Charlie Jeffries did not receive the kind of encouragement he needed when he needed it. To what does Winn Jeffries attribute this omission in discussing Charlie's career development? How might things now be different for Charlie if he had been encouraged when he was in his teens? Are there any Charlies in your life? Did this type of discouragement ever occur in your own life? How can such career barriers be overcome?

18) When do parental responsibilities for guiding their children's

developmental stages stop? When do children's rights and responsibilities to make their own career decisions begin? How can parents provide guidance without taking away the rights and responsibilities of their children?

Segment IV -- Emergent Parents

19) In the last segment of the tape, different parents share how they have identified or adapted their roles as parents. After listening to this segment, what do you think are the primary advantages or payoffs to parents who have switched over to shared and flexible responsibilities for parenting? What are the difficulties or disadvantages encountered in giving up specific sex-linked parent roles? Is the role of parent limited to biological parents only? Can a sibling parent?

20) Describe a shared parenting partnership. What might be the advantages of shared parenting? What difficulties or problems might have to be faced? Have you ever tried shared parenting? What are the results for you? The problems? How did you deal with the problems? What were the benefits?

21) Competitiveness in a parenting relationship is deadly according to Warren Farrell, author of Men's Liberation and advocate of men's support groups. How do we, as parents, move from competition to cooperation when values and power are involved?

22) How might we learn how to "learn from our children"? What are the payoffs? How might your parents have learned from you? What did you know about yourself that was right for you that your parents missed or didn't know, tried to change, or ignored? How are you staying on target with your own children, allowing them to reach their human potential?

23) What should parents use as the basis for deciding what options should be made available to their children? Is it always possible to be completely equitable in what is done for children? What are some special needs which might cause inequitable treatment (illness, handicap, learning disability, etc.)? How can parents deal with guilt arising from conscious or nonconscious unequal treatment of their children? Should one child "pay" for the problems of another? How can inequities be equalized or redressed? How do we teach acceptance of the inequities of life?

24) When children have been given wide opportunities, but they haven't availed themselves of their options or have failed in some way, how should parents deal with it? Should resources be cut off? Renegotiated? What? Where does the responsibility end? Where do children take up the strengths for themselves and take care of their own careers? How do you avoid repeatedly rescuing a child who fails?

25) How do you, as a parent, deal with the problem of fairness, assuming that what parents do with one child's career affects what is done with the remaining children's careers? Can you try to help <u>each</u>

child develop her or his full potential? How do you, as the parent in power, deal with inequities? Do you ever feel guilt about the things you are unable to do? How do you deal with guilt?

26) How does a parent get information to help guide a child, especially during the early years? When does career development start? How can parents help, instead of allowing children to drift into their work? Who will help the parents to help the children?

27) How much influence do you really have on your children's career options (educational and vocational)?

28) Why is a project like BORN FREE important to parents? To children? What are some questions or concerns you have about your own children's career development? What are some questions or concerns you have about Project BORN FREE?

29) How do we as educators (teachers, counselors, principals, and advisers) deal with changing sex roles when parents retain very traditional views or lack information about the changes which are occurring? What do we do when a student wants to consider a wider range of alternatives than a parent is willing to approve?

30) If a student comes from a culture which has strong ethnic and/or religious views about what boys and girls should do in their lives, how can we as educators talk about expanding options? What are some of the moral and ethical dilemmas involved in such counseling

or teaching? Have you ever experienced such conflicts, either with students you were counseling or teaching, or with your own children's career development?

Note to Leader

The above questions are intended as suggestions for the type of discussion which might evolve from viewing the videotape. They are too numerous and too diverse to be utilized in their entirety. They should, however, serve as an effective guide for discussion leaders who can select portions which are appropriate to the interests and needs of their specific audiences.

We have attempted to provide a wide variety of provocative questions which cover all possible issues and interests. We realize that individual discussion leaders may wish to add questions from a specific interest; concentrate on one issue and use only questions pertaining to that issue; or disregard the listed questions entirely and provide questions of their own. We believe that leaders should be flexible to the needs of their audiences and do whatever is most comfortable.

We would like to reemphasize the effectiveness of summarizing any discussion before ending. A brief summary of the opinions expressed by audience members is a good method of providing a sense of closure to the discussion.

We hope that the suggestions and questions in this Video Viewers' Guide are helpful to those people viewing the videotape. We remind you that returning the enclosed evaluation form will be appreciated. Thank you for your interest in Project BORN FREE, and for your assistance in furthering the BORN FREE goals -- to:

Build
Options,
Reassess
Norms,
and
Free
Roles through
Educational
Equity

VIDEOTAPE ABSTRACT

Videotape #6: "Parents as Influencers"

Length: 29:30 minutes Available on: 3/4" color cassette

Distributor: Women's Educational Equity Act Program, Education Development Center, 55 Chapel Street, Newton, MA 02160 (617) 969-7100

Developers: Dr. L. Sunny Hansen, Director
Project BORN FREE
139 Burton Hall
University of Minnesota
Minneapolis, Minnesota 55455
(612) 373-0202

and

Phyllis Kragseth, Media Specialist
Project BORN FREE
240 Burton Hall
University of Minnesota
Minneapolis, Minnesota 55455
(612) 373-5558

The Project BORN FREE videotapes are a series of nine half-hour color programs in which a diverse group of people of different occupations, ages, backgrounds, and life styles talk about the expectations, socialization, choices, and changes in their lives. They discuss their life styles, the expectations placed upon them, and the effects of the conscious and nonconscious socialization process upon their aspirations, self-concepts, and career decisions.

Project BORN FREE, a training and development grant from the Women's Educational Equity Act Program, U.S. Office of Education, was designed to broaden the range of career opportunities for both women and men. It has created career development training materials for educators and parents that will help to reduce sex biases and stereotyping at all educational levels from kindergarten through college. The shortened title of the Project, BORN FREE, is an acronym that expresses exactly what the Project is about: to Build Options, Reassess Norms, and Free Roles through Educational Equity. The tapes were developed in the Counseling and Student Personnel Psychology Program of the College of Education, University of Minnesota, with technical production by University Media Resources. Professor Hansen provides instructional narrative in all of the tapes.

The BORN FREE videotapes were developed concurrently with a set of three printed training packets--one each for educators at the elementary, secondary, and higher education/postsecondary levels. Each packet includes a review of the literature on career-related sex-role stereotyping at that developmental level and an extensive bibliography, in addition to the training strategies.

Synopsis of Tape #6: The messages we give our children when they are young stay with them throughout their lives. In this program, we show that parental influence can and does affect career decisions both positively and negatively. Career is a lifelong process which includes choices and distribution of our time, energies, and talents in education, work, family and leisure. The image the child gets about what is right or not right to do and be affects the choices later made by the adult.

The influence of parents on career decisions is shown in four segments: (1) father's influence, (2) mother's influence, (3) the interactive roles of work and family, and (4) freeing up the parenting process.

People Interviewed for Tape #6 (in order of appearance):

Eric Hynnek, Elementary Student
Erin LaBore, Junior High Student
Sarah Rossmann, Elementary Student
Dr. Sunny Hansen, Professor/Parent
Deborah Fausch, Architecture Student
Carol Hasegawa, Graduate Student
Gary Edwards, Telephone Operator
Pat Loving, Librarian
Marilyn Luckman, Work Experience Coordinator/Parent
Stuart Luckman, Sculptor/Parent
Lowell Larson, Personnel Manager/Parent
Jim Harper, Graduate Student/Parent
Prof. Chet Oden, Jr., Human Relations Specialist/Parent
David Edwards, Businessman/Parent
Kevin Jenkins, Vo-Tech Student
Marianne Sander, College Administrator/Parent
Joan Growe, Secretary of State, Minnesota/Parent
Marilyn Gorlin, Administrator/Parent
Winn Jeffries, Nurse/Parent
Sue Warsett, Researcher/Parent
David Grout, Career Counselor/Parent

Producer: University Media Resources, Rarig Center, University of Minnesota, Arnold Walker, Executive Producer. Original music by "Cedar Lake Junction."
Video Viewers' Guide Coordinator: Dolores Dege Script and Photography: Shelly Heck

VIDEOTAPE EVALUATION FORM

Individuals who show the videotape should copy and complete this form for each showing, and send the completed forms to Project BORN FREE. This will assist Project staff in judging the effectiveness of the videotape content, in developing future materials, in further expanding the BORN FREE Network, and in fulfilling our need for audience feedback. Send the completed copies to: Dr. L. Sunny Hansen, Director, Project BORN FREE, 139 Burton Hall, University of Minnesota, Minneapolis, MN 55455.

Person Who Showed the Tape:

Name & Title_____ Institution_____

Address_____

Where did you learn about Project BORN FREE?_____

Viewing Audience:

Total Number_____ No. Males_____ No. Females_____

Circle appropriate identifier: Teachers Counselors Administrators Parents

Other_____ (Identify)

Where did you show the videotape?

Name of group_____

Location of showing_____

Was it part of a larger course, workshop, or conference? Yes or No_____

(If yes) Name of course, workshop, or conference_____

_____

Sponsored by_____

Is this a recurring event? Annual, biannual, semiannual, other_____

Purpose for Showing Tape:

Why did you choose a Project BORN FREE videotape?_____

_____

Why did you choose this particular tape from the series?_____

_____

What did you hope to teach or demonstrate by using this videotape?_____

_____

Did the tape satisfy your goal(s)? Why or why not?_____

_____

Audience Satisfaction:

The audience liked most about this tape:_____

_____

The audience liked least about this tape:_____

_____

Will you use Project BORN FREE materials again?_____

If yes, which videotape and/or other materials will you use, and where?_____

_____

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Suggested Readings

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The following Minnesota institutions and individuals have been formally or informally involved in the development of training materials and implementation of Project BORN FREE. There are many other parents, students, faculty and others who are too numerous to name, to whom we are grateful. Parentheses indicate first-year staff. Asterisks (*) indicate a contributor to development of learning strategies for the training packets.

FIELD SITE STAFF

Hopkins Schools
Dr. Frank Brendemuehl, Curriculum Director

Elementary: *Donna Anderson *(Marilyn Leaf)
Diane Bancroft
Cheri Fenstad
Nancy Nicholes
Junior High: *Evelyn Donald
Pat Douma
Rebecca Easley
*Bud Graham
Jon Rubin
Steve Steege
High School: Jan Davis *(Nancy Wangen)
*Gladys Neiman *(Jack Morris)
Roger Petersen
Vicky Weis
Chuck Zielin

St. Paul Schools
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Sandy Johnson, Consultant
(Gloria Kumagai)
Elementary: Mary Lohman McElroy
Gary McRunnels
Ann Salek
Tom Snyder
Judy Vermeland
*Louise Locketz
*Juanita Morgan
Junior High: *William Bailey
*Sandra Krebsbach
Mary McCue
*Joan Sorenson
*Frank C. Thissen
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Bonita Burton*(Vaughn Koenig)
D. Bruce Robb
Mary Hafner

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Dr. Tim Rummel, Principal, Mariner
Dr. Judy Cooper, Principal, Sunrise
Nancy Erickson, Affirm. Action Coordinator
Elementary: *Joan Binkowski
*Clare Hibbard
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Lynn Paulson
Mary Ross
Junior High: Linda Day Anderson
Ellen Guy
*Kathy Kelly
*Jerri Poppe
David Viger

High School: David Jass *(Paul Brynell)
*Mary Olson
Donna Rotschafer

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*Corrine Geiger
Jack Kapeller
Steven Kingsbury
*Pat Loving
Gerry Perrin

Normandale Community College
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John P. Ellis
*David Grout
William McGuire
Marge Woodhouse

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Donna K. Boden
Connie Hinkle
Dorothy Melvin
*Brenda Moses Johnson

Augsburg College
*Marianne Sander, V.P. for Student Affairs
*(Beth Gama,*Janet Grant)
*Patricia Olsson (Dr. Richard Marken)
Judy Essman

College of Liberal Arts, U. of Minnesota
Carol Pazandak, Asst. Dean
Roger B. Page, Assoc. Dean
*Sheila B. Kimble *(Dr. Clarke Chambers)
Pamela Lewis John Giordano
Don Myrvik Dr. David Rosen
Nathar Smith

UNIVERSITY STAFF:
Dr. L. Sunny Hansen, Project Director
Beverly Mills-Novoa, Administrative Asst.
Gerri Perreault, Administrative Asst.
(Diane Johnson, Charlene Follett, Chet Oden, Level Coordinators)

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(Anne Boe)	(Karen Nelson)
(Dennis Keierleber)	(Carol Brightman)
(Deborah Carpenter)	*(Linda Jones)
(Jim Scharfer)	

University Media Resources: Arnold Walker, Executive Producer; Scott Constans, Post Production Director

Counseling and Student Personnel Psychology
139 Burton Hall, 178 Pillsbury Dr. S.E.
University of Minnesota, Minneapolis,MN 55455
Phone: (612) 373-0202